



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12461691  
SAU: MSAD 52  
School: Leeds Central School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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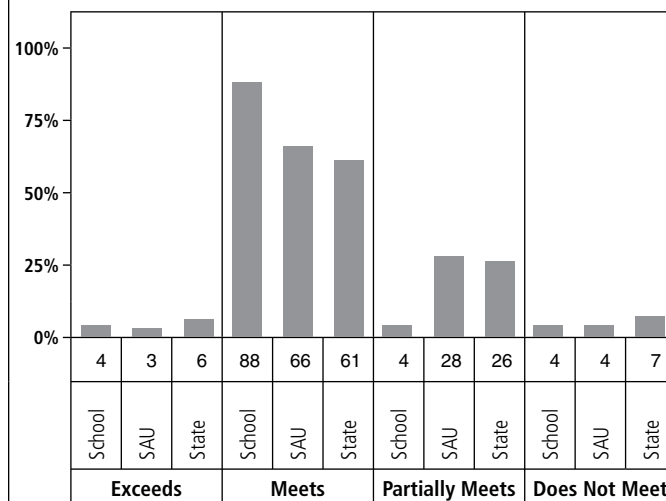
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

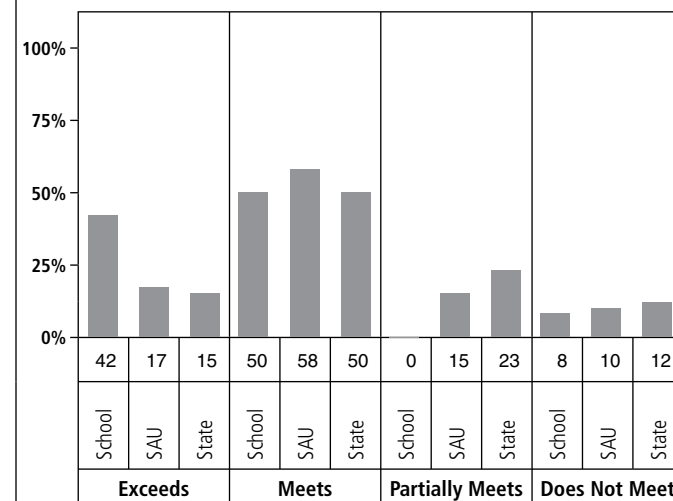
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	543	541	544
2007–2008	542	541	545
<b>2008–2009</b>	<b>549</b>	<b>546</b>	<b>546</b>
Cum. Avg.*	544	543	545
<b>Mathematics</b>			
2006–2007	550	546	546
2007–2008	544	545	546
<b>2008–2009</b>	<b>555</b>	<b>549</b>	<b>547</b>
Cum. Avg.*	550	547	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>548</b>	<b>544</b>	<b>543</b>

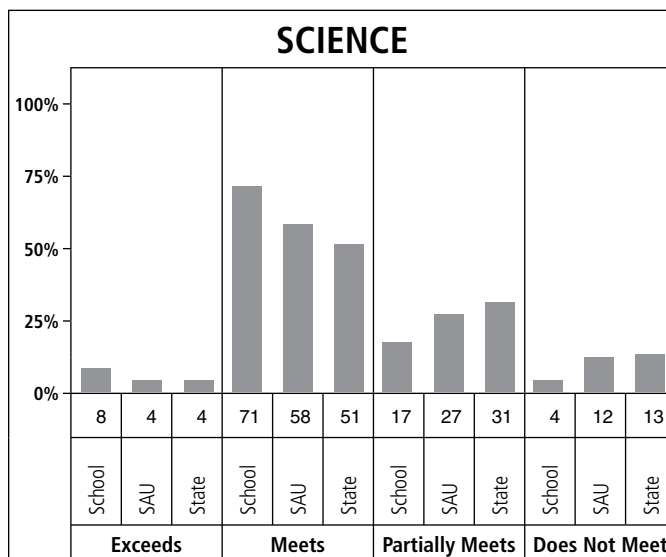
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	24	100	166	100	14212	100	24	100	166	100	14135	100	24	100	166	100	14144	100	24	100	166	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	2	1	397	3	0	0	2	100	388	98	0	0	2	100	393	99	0	0	2	100	389	98
American Indian or Native Alaskan	0	0	2	1	110	1	0	0	2	100	110	100	0	0	2	100	110	100	0	0	2	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	1	4	5	3	175	1	1	100	5	100	172	99	1	100	5	100	172	99	1	100	5	100	173	99
Caucasian/White	23	96	157	95	13271	93	23	100	157	100	13212	100	23	100	157	100	13211	100	23	100	157	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	3	13	39	23	2479	17	3	100	39	100	2454	100	3	100	39	100	2455	100	3	100	39	100	2451	99
<b>Current LEP</b>	0	0	4	2	374	3	0	0	4	100	359	96	0	0	4	100	370	99	0	0	4	100	366	98
<b>Economically disadvantaged</b>	11	46	59	36	5848	41	11	100	59	100	5815	100	11	100	59	100	5819	100	11	100	59	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	23	96	125	75	10849	76	22	92	124	75	10872	76	23	96	125	75	10976	77
Identified disability (PET/IEP)	2	9	4	3	298	3	1	5	2	2	307	3	2	9	4	3	338	3
LEP	0	0	2	2	170	2	0	0	2	2	169	2	0	0	2	2	177	2
504 plan	0	0	1	1	123	1	0	0	1	1	121	1	0	0	1	1	126	1
<b>Participation with accommodations</b>	1	4	35	21	3122	22	2	8	40	24	3124	22	1	4	39	23	3019	21
Identified disability (PET/IEP)	1	100	29	83	1992	64	2	100	35	88	2000	64	1	100	33	85	1971	65
LEP	0	0	2	6	184	6	0	0	2	5	196	6	0	0	2	5	184	6
504 plan	0	0	1	3	84	3	0	0	1	3	86	3	0	0	1	3	81	3
Other	0	0	5	14	907	29	0	0	4	10	886	28	0	0	5	13	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	6	4	164	1	0	0	2	1	148	1	0	0	2	1	142	1
Identified disability (PET/IEP)	0	0	6	100	164	100	0	0	2	100	148	100	0	0	2	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	3	2	702	5
	2007-2008	1	4	4	2	659	5
	<b>2008-2009</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>836</b>	<b>6</b>
	Cum. Total*	3	3	11	2	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	24	59	86	47	7730	55
	2007-2008	12	50	80	48	8195	58
	<b>2008-2009</b>	<b>21</b>	<b>88</b>	<b>105</b>	<b>66</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	57	64	271	53	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	10	24	60	33	4182	30
	2007-2008	7	29	58	35	3800	27
	<b>2008-2009</b>	<b>1</b>	<b>4</b>	<b>45</b>	<b>28</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	18	20	163	32	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	6	15	35	19	1419	10
	2007-2008	4	17	26	15	1362	10
	<b>2008-2009</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	11	12	67	13	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	33.5	69.8	30.8	64.2	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.3	67.9	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	17.2	71.7	15.9	66.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	24	1	4	21	88	1	4	1	4	549	160	3	66	28	4	546	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										2						381	2	44	31	23	540
American Indian or Native Alaskan	0										2						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	1										5	20	40	40	0	548	166	4	54	32	10	543
Caucasian/White	23	0	0	21	91	1	4	1	4	548	151	2	66	28	4	545	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										33	0	18	70	12	536	2290	0	29	47	23	537
No	21	1	5	19	90	1	5	0	0	551	127	3	78	17	2	548	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										4						354	1	35	34	30	538
No	24	1	4	21	88	1	4	1	4	549	156	3	66	28	4	546	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	11	1	9	8	73	1	9	1	9	547	56	4	54	34	9	543	5716	2	51	35	12	542
No	13	0	0	13	100	0	0	0	0	551	104	2	72	25	1	547	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	24	1	4	21	88	1	4	1	4	549	160	3	66	28	4	546	13963	6	61	26	7	546
<b>Gender</b>																						
Female	10	0	0	9	90	1	10	0	0	550	72	3	65	29	3	546	6882	8	62	24	6	547
Male	14	1	7	12	86	0	0	1	7	549	88	2	66	27	5	546	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	8	89	1	11	0	0	548	32	0	63	38	0	545	1914	1	41	44	14	540
No	15	1	7	13	87	0	0	1	7	550	128	3	66	26	5	546	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	24	1	4	21	88	1	4	1	4	549	160	3	66	28	4	546	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 52

School: Leeds Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										1	0	0	100	0	538	4	2	40	34	24	540
B. less than one hour	83	1	5	17	85	1	5	1	5	549	79	3	68	25	4	546	70	6	63	26	6	546
C. one to two hours	8	0	0	2	100	0	0	0	0	551	18	0	55	41	3	544	24	7	61	26	6	546
D. more than two hours	8	0	0	2	100	0	0	0	0	547	3	0	75	25	0	548	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	38	0	0	9	100	0	0	0	0	550	36	3	81	14	2	549	36	10	67	18	5	549
B. good	54	1	8	10	77	1	8	1	8	548	45	3	63	29	6	545	47	5	62	27	6	546
C. fair	8	0	0	2	100	0	0	0	0	552	16	0	40	56	4	542	15	2	47	40	12	541
D. poor	0										3	0	60	40	0	542	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	50	1	8	10	83	1	8	0	0	551	27	5	70	26	0	548	31	9	65	20	5	548
B. They match some of what I have learned.	46	0	0	10	91	0	0	1	9	547	55	2	73	22	3	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	0										18	0	36	54	11	539	10	3	45	38	14	542
D. There is no match.	4	0	0	1	100	0	0	0	0	548	1	0	100	0	0	548	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	25	1	17	4	67	0	0	1	17	548	23	3	64	25	8	544	16	3	49	32	15	542
B. about the same as my regular schoolwork	58	0	0	13	93	1	7	0	0	550	59	2	66	29	3	546	64	7	63	25	5	547
C. easier than my regular schoolwork	17	0	0	4	100	0	0	0	0	549	18	4	68	29	0	547	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	2	67	0	0	1	33	538	13	0	50	40	10	540	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	58	1	7	12	86	1	7	0	0	550	48	1	65	29	5	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	29	0	0	7	100	0	0	0	0	553	39	5	73	23	0	549	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	29	1	14	5	71	0	0	1	14	549	21	9	64	21	6	547	20	10	64	21	5	548
B. 20 minutes to an hour	54	0	0	13	100	0	0	0	0	550	60	1	72	24	3	546	56	7	65	24	5	547
C. less than 20 minutes	8	0	0	1	50	1	50	0	0	545	10	0	44	56	0	542	10	3	52	33	12	543
D. I rarely read at home.	8	0	0	2	100	0	0	0	0	548	9	0	53	40	7	542	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	0										13	0	15	80	5	539	25	3	53	33	11	543
B. six to ten pages	4	0	0	0	0	0	0	1	100	510	17	0	62	35	4	542	26	6	61	26	7	546
C. eleven or more pages	96	1	4	21	91	1	4	0	0	551	71	4	76	16	4	548	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	544	40	0	50	50	0	540						
B.	0										20	0	0	0	100	528						
C.	0										40	0	50	50	0	540						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	9	22	27	15	1711	12
	2007-2008	2	8	16	10	1617	12
	<b>2008-2009</b>	<b>10</b>	<b>42</b>	<b>28</b>	<b>17</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	21	24	71	14	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	16	39	75	41	6778	48
	2007-2008	11	46	86	51	7284	52
	<b>2008-2009</b>	<b>12</b>	<b>50</b>	<b>95</b>	<b>58</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	39	44	256	50	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	12	29	56	30	3884	28
	2007-2008	7	29	44	26	3341	24
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>15</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	19	21	124	24	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	4	10	26	14	1683	12
	2007-2008	4	17	22	13	1778	13
	<b>2008-2009</b>	<b>2</b>	<b>8</b>	<b>17</b>	<b>10</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	10	11	65	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	31.4	65.4	27.1	56.5	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	11.6	64.4	10.8	60.0	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	6.9	69.0	5.4	54.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.9	59.0	5.0	50.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	7.0	70.0	5.9	59.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	24	10	42	12	50	0	0	2	8	555	164	17	58	15	10	549	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										2						385	6	35	28	30	537
American Indian or Native Alaskan	0										2						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	1										5	0	80	20	0	547	166	9	43	31	17	543
Caucasian/White	23	10	43	11	48	0	0	2	9	555	155	17	57	15	11	549	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										37	0	41	27	32	536	2307	3	32	32	33	536
No	21	10	48	11	52	0	0	0	0	560	127	22	63	11	4	553	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										4						365	5	33	30	32	536
No	24	10	42	12	50	0	0	2	8	555	160	18	58	14	11	549	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	11	4	36	5	45	0	0	2	18	550	58	12	50	17	21	544	5731	7	46	29	18	542
No	13	6	46	7	54	0	0	0	0	560	106	20	62	13	5	552	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	24	10	42	12	50	0	0	2	8	555	164	17	58	15	10	549	13988	15	50	23	12	547
<b>Gender</b>																						
Female	10	3	30	6	60	0	0	1	10	555	73	14	58	14	15	547	6889	14	51	23	12	546
Male	14	7	50	6	43	0	0	1	7	555	91	20	58	15	7	551	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	2	22	7	78	0	0	0	0	555	32	6	75	13	6	548	1918	3	39	36	22	539
No	15	8	53	5	33	0	0	2	13	555	132	20	54	15	11	549	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	24	10	42	12	50	0	0	2	8	555	164	17	58	15	10	549	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 52

School: Leeds Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										1	0	100	0	0	544	4	8	38	26	28	539
B. less than one hour	83	9	45	10	50	0	0	1	5	556	77	19	57	15	9	550	70	15	52	23	10	547
C. one to two hours	8	1	50	1	50	0	0	0	0	561	19	10	61	16	13	547	24	15	51	23	11	547
D. more than two hours	8	0	0	1	50	0	0	1	50	539	3	20	40	0	40	542	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	7	78	1	11	0	0	1	11	558	38	32	52	10	6	554	34	28	50	14	8	552
B. good	50	3	25	9	75	0	0	0	0	556	43	11	63	14	11	547	45	11	54	24	10	546
C. fair	13	0	0	2	67	0	0	1	33	545	18	0	62	21	17	543	18	3	45	33	19	540
D. poor	0										1	0	50	50	0	547	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	75	9	50	9	50	0	0	0	0	560	33	35	52	9	4	555	38	22	52	19	7	550
B. They match some of what I have learned.	17	0	0	3	75	0	0	1	25	540	53	9	66	15	9	548	48	12	53	24	11	546
C. They match just a little of what I have learned.	4	0	0	0	0	0	0	1	100	526	12	0	45	25	30	538	11	6	40	30	24	540
D. There is no match.	4	1	100	0	0	0	0	0	0	562	2	33	33	0	33	543	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	8	1	50	1	50	0	0	0	0	554	17	7	36	32	25	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	83	8	40	10	50	0	0	2	10	555	62	19	62	10	9	550	64	15	53	23	10	547
C. easier than my regular schoolwork	8	1	50	1	50	0	0	0	0	560	21	21	65	12	3	554	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										4	0	33	17	50	534	7	6	39	27	27	539
B. 30–45 minutes	8	1	50	0	0	0	0	1	50	531	20	6	67	12	15	544	28	9	49	28	15	544
C. 45–60 minutes	88	8	38	12	57	0	0	1	5	557	57	18	58	16	8	550	41	17	53	21	9	548
D. more than 60 minutes	4	1	100	0	0	0	0	0	0	562	19	29	55	10	6	555	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	0	0	1	100	500	3	20	40	20	20	541	6	14	43	24	20	543
B. two or three days a week	29	2	29	5	71	0	0	0	0	556	36	14	66	10	10	550	24	17	52	21	10	548
C. two or three times each month	50	6	50	6	50	0	0	0	0	560	37	18	62	13	7	550	33	17	52	21	9	548
D. never or almost never	17	2	50	1	25	0	0	1	25	554	24	21	44	21	15	547	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	50	5	42	6	50	0	0	1	8	556	29	17	54	17	13	548	23	13	47	26	15	545
B. two or three days a week	33	3	38	5	63	0	0	0	0	557	32	19	54	15	12	550	31	17	52	21	10	548
C. two or three times each month	17	2	50	1	25	0	0	1	25	548	29	17	67	10	6	550	27	17	52	21	10	548
D. never or almost never	0										9	13	60	13	13	548	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	100	1	100	0	0	0	0	0	0	562	33	50	50	0	0	552						
B.	0										33	0	0	50	50	531						
C.	0										33	0	100	0	0	548						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	8	6	4	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	17	71	95	58	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	4	17	44	27	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	1	4	19	12	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	32.3	67.3	29.5	61.5	29.2	60.8
<b>D. The Physical Setting</b>	24	50	14.2	59.2	13.0	54.2	12.9	53.8
<b>E. The Living Environment</b>	24	50	18.1	75.4	16.5	68.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	24	2	8	17	71	4	17	1	4	548	164	4	58	27	12	544	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										2						382	2	31	32	35	535
American Indian or Native Alaskan	0										2						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	1										5	0	60	20	20	544	167	1	40	37	22	539
Caucasian/White	23	2	9	16	70	4	17	1	4	548	155	3	57	28	12	543	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										37	0	24	49	27	535	2309	2	29	39	29	536
No	21	2	10	16	76	2	10	1	5	549	127	5	68	20	7	546	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										4						361	1	23	32	44	533
No	24	2	8	17	71	4	17	1	4	548	160	4	58	27	11	544	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	11	1	9	8	73	2	18	0	0	549	58	5	47	31	17	541	5729	2	42	37	20	539
No	13	1	8	9	69	2	15	1	8	547	106	3	64	25	8	545	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	24	2	8	17	71	4	17	1	4	548	164	4	58	27	12	544	13987	4	51	31	13	543
<b>Gender</b>																						
Female	10	1	10	6	60	2	20	1	10	546	73	4	52	27	16	542	6886	4	49	33	14	542
Male	14	1	7	11	79	2	14	0	0	549	91	3	63	26	8	545	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	1	11	6	67	1	11	1	11	547	32	3	59	31	6	543	1917	1	31	41	28	536
No	15	1	7	11	73	3	20	0	0	549	132	4	58	26	13	544	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	24	2	8	17	71	4	17	1	4	548	164	4	58	27	12	544	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 52  
School: Leeds Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										1	0	0	100	0	540	4	2	37	35	25	538
B. less than one hour	83	2	10	15	75	2	10	1	5	550	77	5	60	24	12	544	70	4	53	31	12	544
C. one to two hours	8	0	0	2	100	0	0	0	0	542	19	0	58	29	13	541	24	5	51	31	12	544
D. more than two hours	8	0	0	0	0	2	100	0	0	540	3	0	20	80	0	540	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	25	0	0	4	67	2	33	0	0	545	19	3	55	29	13	543	26	7	56	26	11	545
B. good	54	2	15	10	77	1	8	0	0	552	58	5	61	26	7	545	53	4	53	31	11	544
C. fair	17	0	0	3	75	0	0	1	25	543	19	0	55	26	19	541	18	2	41	39	17	540
D. poor	4	0	0	0	0	1	100	0	0	540	4	0	50	17	33	540	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	50	0	0	12	100	0	0	0	0	549	28	2	69	24	4	545	23	5	56	28	11	544
B. They match some of what I have learned.	38	2	22	4	44	2	22	1	11	549	46	5	49	27	19	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	4	0	0	0	0	1	100	0	0	540	22	3	61	31	6	545	23	4	49	33	14	543
D. There is no match.	8	0	0	1	50	1	50	0	0	542	4	0	71	14	14	544	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	21	0	0	5	100	0	0	0	0	551	24	3	66	16	16	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	71	2	12	10	59	4	24	1	6	546	58	5	53	32	10	543	58	4	52	32	12	543
C. easier than my regular schoolwork	8	0	0	2	100	0	0	0	0	554	18	0	72	14	14	545	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	38	0	0	9	100	0	0	0	0	552	25	0	60	25	15	541	33	5	51	31	14	543
B. a few times a week	58	2	14	8	57	3	21	1	7	546	52	6	54	29	11	545	45	4	52	32	11	544
C. once a week	4	0	0	0	0	1	100	0	0	534	7	0	55	27	18	541	8	4	50	30	16	542
D. a few times a month	0										17	4	70	19	7	546	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	29	1	14	5	71	1	14	0	0	550	48	5	53	32	10	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	17	0	0	4	100	0	0	0	0	549	7	0	50	33	17	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	46	0	0	7	64	3	27	1	9	544	37	2	68	20	10	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	8	1	50	1	50	0	0	0	0	560	7	8	50	17	25	541	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	17	0	0	3	75	1	25	0	0	545	35	4	49	40	7	543	47	4	51	32	12	543
B. a few times a month	63	2	13	11	73	1	7	1	7	549	34	7	64	16	13	545	27	5	54	30	11	544
C. once a month	4	0	0	0	0	1	100	0	0	540	15	0	67	17	17	544	10	5	49	30	15	543
D. never or almost never	17	0	0	3	75	1	25	0	0	550	17	0	59	26	15	542	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	42	1	10	8	80	1	10	0	0	549	37	5	45	38	12	542	46	4	52	32	12	543
B. a few times a month	38	1	11	6	67	1	11	1	11	548	25	5	63	23	10	545	28	5	53	30	12	544
C. once a month	8	0	0	0	0	2	100	0	0	540	23	3	62	24	11	545	11	4	47	34	15	542
D. never or almost never	13	0	0	3	100	0	0	0	0	553	16	0	77	8	15	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	534	33	0	50	50	0	538						
B.	0										33	0	0	50	50	527						
C.	0										33	0	0	100	0	534						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number